

Received date: 13.12.2024  
Accepted date: 14.02.2025  
Publication date: 19.03.2025



Science, Education and Innovations in the Context of Modern Problems

International Academic Journal

ISSN: 2790-0169; E-ISSN 2790-0177; OCLC Number 1322801874

## Education as a tool for social integration of migrants and refugees: Russian experience in the global context

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### Annotation

The article is devoted to the study of the role of education as an instrument of social integration of migrants and refugees in Russia in comparison with international experience. The aim of the paper is to identify the specifics of the Russian approach to integration through education, as well as to conduct a comparative analysis with the practices of Germany, Turkey and other countries. The methodological framework was based on the analysis of Russian legislation, case studies of regional adaptation programmes (Moscow, St. Petersburg, Tatarstan) and comparative analysis of Eurostat and UNHCR data. The main results of the study showed that the integration of migrant children in Russia faces systemic barriers: linguistic (68% of children do not speak Russian at the level of their peers), administrative (40% of families lack documents) and cultural (isolation in schools). At the same time, successful local initiatives have been identified: language courses, NGO projects (Such Children, Ark), and digital solutions. However, the lack of a unified federal strategy limits their effectiveness. Comparison with the experience of Germany (compulsory language courses), Canada (the role of NGOs) and Turkey (EdTech) emphasises the need for a systematic approach. The conclusion offers recommendations: introduction of compulsory language programmes, simplification of bureaucratic procedures, development of intercultural projects and digital technologies, as well as consideration of regional specifics. The

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scientific novelty of the article lies in a comprehensive analysis of barriers to integration and a comparative study combining legislative, practical and international aspects.

**Keywords:** social integration, migrants in Russia, language adaptation, children of migrants, NGOs, comparative analysis.

### Introduction

Russia is one of the key recipients of migration flows. According to the Ministry of Internal Affairs of the Russian Federation, in 2023 there were about 10 million labour migrants in the country, mainly from Central Asian countries [2]. However, the integration of migrants and forced migrants, including refugees from Donbass and Ukraine, remains a serious problem. According to the RANEPa (2022), only 23 per cent of migrant children in Russia are fully involved in the educational process [3, p. 23]. This indicates the presence of significant barriers, such as language difficulties, legal collisions and cultural differences.

The purpose of this study is to identify the specifics of migrant integration through education in Russia and compare them with international practices, in particular, with the experience of Germany and Turkey.

### Methodology

The following methods were used to achieve the set goal:

1. Analysing the legislation of the Russian Federation, including the Federal Law ‘On Education’ and the rules of admission of migrant children to schools[1].

The legislative framework of the Russian Federation in the field of education regulating the rights and opportunities of migrant and refugee children is based on several key normative acts, among which the Federal Law No. 273-FZ of 29.12.2012 ‘On Education in the Russian Federation’ takes centre stage. This document enshrines the right to education for all persons on the territory of Russia, regardless of their citizenship, legal status or place of residence. According to Article 78 of the law, foreign citizens and stateless persons have equal rights to education with Russian citizens, except in cases provided for by international treaties or federal laws. This provision is in line with international standards, in particular the principles enshrined in the Convention on the Rights of the Child, which guarantees access to education for all children without discrimination.

However, despite the declared rights, the implementation of these provisions in practice faces a number of significant difficulties. One of the key problems is the requirement to provide documents confirming the legality of the child's and his/her parents' stay on the territory of the Russian Federation. School enrolment requires registration at the place of stay or a residence permit, which creates serious barriers for migrant children whose parents do not have official status or face administrative difficulties in obtaining documents. This is especially true for labor

migrants from Central Asian countries, among who a significant number are in Russia without proper registration.

The rules for admission of children to educational institutions are regulated by the Order of the Ministry of Education and Science of Russia No. 32 of 22.01.2014, which establishes general requirements for the enrolment procedure. According to this document, schools are obliged to accept children regardless of their nationality, language and place of residence. However, in practice, administrations of educational institutions often require a full package of documents, including registration at the place of residence, which complicates access to education for migrant children. In some cases, the lack of registration or other documents becomes a reason for refusal of enrolment, despite the direct instruction of the law on the inadmissibility of discrimination.

Another problem is the lack of clear instructions on how to work with children who do not speak Russian. The Federal Law ‘On Education’ provides for the possibility of creating special conditions for the education of such children, including additional Russian language classes. However, in practice these provisions are implemented in a fragmented manner and depend on the initiative of regional authorities or individual educational institutions. As a result, in many schools migrant children end up in isolated classes, which contribute to their social exclusion and hinder their integration into the educational environment.

In addition, Russian legislation does not provide for compulsory Russian language programmes for adult migrants, which also creates additional barriers to the integration of their children. Parents who do not speak Russian are often unable to help their children master the school programme, which exacerbates their educational difficulties.

Thus, the analysis of Russian legislation in the field of education shows that despite the declared rights of migrants and refugees to access education, the existing legal and administrative barriers significantly limit the realization of these rights. The lack of a unified strategy for the integration of migrant children through education, as well as the fragmentation and localization of existing initiatives require a deeper understanding and a systematic approach to solving this problem.

2. Case studies of migrant adaptation programmes in Moscow, St. Petersburg and the regions (for example, the projects of NGOs ‘Such Children’ and ‘Ark’) [7, p. 45].

Migrant adaptation programmes implemented in Russia, especially in large cities such as Moscow and St. Petersburg, as well as in some regions, represent an important element of social integration. These programmes, often initiated by non-profit organisations (NPOs), are aimed at overcoming language, cultural and administrative barriers faced by migrants and their children. Among the most notable projects are the initiatives of NPOs «Children Like These» and ‘Ark’, which demonstrate different approaches to solving adaptation problems.

#### **Moscow: Russian Language School project**

In Moscow, one of the key problems faced by migrant children is their insufficient command of the Russian language, which hampers their academic performance and socialization. To address this problem, the capital is implementing a pilot project called ‘Russian Language School’, which aims to accelerate the teaching of Russian to migrant children. Within the framework of the project, special classes are being created where children learn the language in an intensive mode, which allows them to integrate more quickly into the general education process. The programme includes not only language classes, but also elements of cultural adaptation, such as acquaintance with Russian traditions and history. However, despite the positive results, the project covers only a small part of migrant children and does not solve the problem on a city-wide scale.

#### **St. Petersburg: the project ‘Equally Different’**

In St. Petersburg, considerable attention is paid not only to language but also to the social and psychological adaptation of migrant children. The project ‘Equally Different’, implemented with the support of local NGOs, uses innovative methods such as theatre performances and group training to help children overcome cultural barriers and interact with local peers. Theatre techniques allow children to express their emotions and experiences and help develop their communication skills. The project also includes work with migrant parents, who often face difficulties in understanding Russian society.

#### **Regions: the experience of NGOs Such Children and Kovcheg**

In Russian regions, where resources for the adaptation of migrants are often limited, NGO initiatives play a significant role. For example, the project ‘Children Like These’, which is being implemented in several regions, aims to create an inclusive educational environment for migrant children. The project includes language courses and activities aimed at developing intercultural dialogue. Special attention is paid to work with teachers, who receive methodological materials and undergo training on working in multicultural classrooms.

Another example is the Ark project, which operates in a number of regions with a high concentration of migrants. This project includes not only educational but also social components, such as assistance in document processing and legal support. ‘Ark also organizes cultural events that help bring migrants and the local population closer together. For example, festivals are organized where representatives of different cultures can share their traditions and customs.

#### **Features of regional programs**

In regions such as Tatarstan, adaptation programmes often take into account local specifics. For example, Tatarstan combines instruction in Russian and Tatar, which allows migrant children to better integrate into the local community. Some regions also actively use digital technologies, such as mobile applications for learning Russian developed by local universities.

Despite the diversity of approaches, common to all programmes is their local nature and dependence on support from local authorities and NGOs. This limits the scope of their impact and

makes the results uneven. Nevertheless, such initiatives show potential for wider implementation and can serve as a basis for the development of a federal strategy for the integration of migrants through education.

3. Comparative analysis of data for EU countries (Eurostat) and Turkey (UNHCR) [5, 6].

Comparative analyses of data on the integration of migrants and refugees through education in the European Union (EU) and Turkey reveal both general trends and specific features due to political, social and cultural contexts. Data sources such as Eurostat and reports of the United Nations High Commissioner for Refugees (UNHCR) provide extensive information on approaches to educational integration in these regions.

#### **Experience of the European Union countries**

In EU countries, the integration of migrants and refugees through education is part of the overall migration policy, which aims to ensure social cohesion and prevent marginalization. According to Eurostat data, in 2022 there are about 5.3 million migrant children in the EU countries, of which more than 70 per cent are involved in the educational process. One of the key features of the European approach is the emphasis on multi-lingual education. For example, in Germany, which is one of the main recipients of migrants in the EU, refugee and migrant children have the opportunity to learn not only German, but also to retain their mother tongue through additional courses. This facilitates both their integration into German society and the preservation of their cultural identity.

In Scandinavian countries such as Sweden and Finland, educational programs for migrants include not only language training but also psychological support. For example, in Sweden there are special classes for refugee children where they can adapt to the new educational environment before moving to regular classes. In addition, digital platforms for migrant education, such as online language and vocational training courses, are widely used in the EU, which is especially important for adults who cannot attend traditional educational institutions.

#### **The Turkish experience**

Turkey, which hosts the largest number of refugees in the world (more than 3.7 million Syrian refugees according to UNHCR data for 2023), faces unique challenges in educational integration. Unlike EU countries, where migration flows are more diversified, in Turkey the bulk of refugees are Syrians, allowing for more specialised programmes. According to UNHCR, about 60 per cent of Syrian children in Turkey are enrolled in education, which is a significant achievement given the scale of the migration crisis.

One of the key features of the Turkish approach is the active use of educational technology (EdTech). Many Syrian refugees, especially in remote regions, access education through online platforms that provide courses in Arabic and Turkish. This overcomes language barriers and ensures continuity of education even in temporary accommodation. In addition, Turkey has Turkish

language programmes that are integrated into the school system and available to both children and adults.

### **Comparative aspects**

A comparison of EU and Turkish data reveals several key differences. First, in EU countries, educational integration of migrants and refugees is part of broader social policies aimed at long-term integration. In Turkey, by contrast, the focus is on basic access to education, due to both the scale of the migration crisis and resource constraints.

Secondly, in the EU there is a significant focus on multi-lingual education and the preservation of migrants' cultural identity, whereas in Turkey the focus is on Turkish language teaching as a tool for integration. This reflects differences in approaches to understanding integration: in the EU it is seen as a two-way process requiring the adaptation of both migrants and the host society, while in Turkey the emphasis is on the adaptation of migrants to local conditions.

Thirdly, in the EU, educational programmes for migrants and refugees often include vocational training and employment components that facilitate their economic integration. In Turkey, such programmes are less developed, due to both limited resources and the temporary nature of the stay of many refugees who view Turkey as a transit country.

Thus, a comparative analysis of the data for EU countries and Turkey reveals both commonalities, such as the use of digital technologies and language courses, and significant differences in approaches to educational integration. These differences are due to both the specifics of migration flows and the political and social contexts in which educational programmes are implemented.

### **Main results**

#### **1. barriers to integration in Russia**

The integration of migrant children into Russia's educational system involves a number of significant barriers that impede their successful socialisation and academic performance. These barriers are multidimensional and include language, administrative and cultural difficulties that are interrelated and reinforce each other.

#### **Language barriers**

One of the most significant barriers to the integration of migrant children is insufficient command of the Russian language. According to a survey by the National Research University Higher School of Economics (2021), 68 per cent of migrant children do not speak Russian at the level of their peers[4, p. 50]. This creates serious difficulties both in mastering the school programme and in everyday communication. Russian language, being the main language of instruction, plays a key role in the success of the educational process. Children who do not know it sufficiently often find themselves unable to understand the educational material, which leads to poor academic performance and, consequently, to a decrease in motivation for learning.

In addition, language barriers are exacerbated by the lack of systemic support in the form of mandatory language courses for migrant children. Although some regions, such as Moscow, are implementing pilot projects to teach Russian, they are localised and do not cover all those in need. As a result, many migrant children end up in isolated classes or groups with simplified curricula, which limits their opportunities for full integration into the educational environment.

#### **Administrative difficulties**

Another significant barrier is the administrative difficulties faced by migrant families in obtaining the documents necessary to enrol their children in school. According to data, about 40 per cent of migrants do not have registration at the place of residence, which is a prerequisite for access to educational services [3, p. 34]. Lack of registration or other documents, such as residence permits or temporary residence permits, is often the reason for refusal to enrol children in school, despite the provisions of the Federal Law ‘On Education’, which guarantees the right to education for all children regardless of their legal status.

These administrative barriers are exacerbated by migrants' lack of awareness of their rights and obligations, as well as the complexity of bureaucratic procedures. Many migrant families, especially those who are in Russia illegally, avoid contacting state institutions for fear of deportation or other sanctions. As a result, their children find themselves excluded from the educational system, leading to increased social exclusion and limiting their opportunities for future integration into society.

#### **Cultural barriers**

Cultural differences and stereotypes also play a significant role in creating barriers to the integration of migrant children. Schools often form separate classes for children of migrants, which contributes to their isolation from local peers [7, p. 56]. This practice, although aimed at facilitating the adaptation process, actually reinforces social exclusion, creating a ‘parallel’ educational environment in which migrant children are deprived of the opportunity to interact with native speakers of language and culture.

In addition, migrant children often face bullying and discrimination from peers and even teachers. Stereotypes related to ethnicity or culture can lead to the formation of negative attitudes towards migrant children, which exacerbates their psychological isolation and lowers their self-esteem. Such situations not only complicate the educational process, but also have a long-term impact on children's social adaptation, shaping their social identity, and their self-esteem.

#### **Interrelationship of barriers**

Language, administrative and cultural barriers are closely interrelated and reinforce each other. For example, insufficient command of the Russian language not only hinders learning, but also limits the ability of migrant parents to interact with educational institutions, which exacerbates administrative difficulties. In turn, cultural stereotypes and the isolation of migrant



children in schools reduce their motivation to learn the language and integrate into society, creating a vicious circle of social exclusion.

Thus, the barriers to the integration of migrant children into the Russian educational system are systemic in nature and require a comprehensive approach to overcome them. Without solving these problems, it is impossible to ensure equal access to education and create conditions for the successful social integration of migrants and their children.

## 2. Successful practices in Russia

Despite the presence of significant barriers, a number of successful practices aimed at the integration of migrants and their children through education are being implemented in Russia. These initiatives, although localised, show potential for wider implementation and can serve as a basis for the development of a systemic state strategy. Among the most notable practices are language courses in schools, programmes of non-profit organisations (NPOs) and the use of digital technologies.

### Language courses at schools

One of the key successful practices is the creation of language courses at schools, aimed at accelerated teaching of the Russian language to migrant children. In Moscow, for example, a pilot project ‘Russian Language School’ is being implemented, which allows migrant children to intensively master the language before moving to regular classes [7, p. 60]. Such courses not only help children overcome language barriers, but also contribute to their social adaptation, as they include elements of cultural education and interaction with local peers.

These programmes are especially important in the context of multicultural schools, where migrant children make up a significant proportion of students. For example, in Moscow's Education Centre No. 1650, where more than 50% of students are children of migrants, language courses have been an important tool for reducing social exclusion and improving academic performance. However, despite the positive results, such projects have so far reached only a small proportion of migrant children and need to be scaled up at the federal level.

### Programmes of non-profit organisations (NPOs)

Non-profit organisations play an important role in the integration of migrants through education, especially in the absence of a unified state strategy. One example of successful practice is the activity of the organisation ‘Migration and Law’, which provides free Russian language courses for adult migrants [7, p. 62]. These courses not only help migrants to improve their language skills, but also contribute to their social and economic integration, as knowledge of Russian is a key factor for employment and interaction with state institutions.

Another example is the project ‘Children like these’, which is being implemented in several regions of Russia. This project aims to create an inclusive educational environment for migrant children through language courses, intercultural activities and work with teachers. Special



attention is paid to the training of teachers, who receive methodological materials and undergo training on working in multicultural classrooms. Such programmes demonstrate that even with limited resources it is possible to achieve significant results in the integration of migrants.

### **Digitalisation and educational technologies**

In the context of digital transformation, educational technologies are becoming an important tool for the integration of migrants. Russia has developed mobile applications for learning Russian, such as the projects created by the Moscow Institute of Physics and Technology (MIPT) and St. Petersburg State University (SPbSU) [8, p. 89]. These applications allow migrants to learn the language at a convenient time and place, which is especially important for those who are unable to attend traditional courses.

Digital platforms are also used to teach migrants' children. For example, some regions are introducing online courses to help children master the school programme and improve their knowledge of Russian. Such technologies are particularly relevant in times of pandemic and other crises, when access to traditional educational services may be limited.

### **Regional initiatives**

In Russian regions such as Tatarstan, successful practices of migrant integration through education often take into account local specifics. For example, Tatarstan combines Russian and Tatar language education, which allows migrant children to better integrate into the local community. Some regions also actively use intercultural programs, such as festivals and events, which help to bring migrants and the local population closer together.

Thus, successful practices of migrant integration through education in Russia, although localized, show significant potential for wider implementation. These initiatives, including language courses at schools, NGO programmes and digital technologies, can serve as a basis for the development of a comprehensive state strategy aimed at ensuring equal access to education and successful social integration of migrants and their children.

### **3. Comparison with international experience**

A comparative analysis of approaches to the integration of migrants through education in Russia and foreign countries such as Germany, Canada and Turkey reveals both common trends and significant differences due to political, social and cultural contexts. These differences reflect the specifics of migration flows, as well as the level of institutional support for integration processes in each country.

#### **Germany: a unified state strategy**

Unlike Russia, where educational integration of migrants remains fragmented and dependent on localized initiatives, Germany has a unified state strategy aimed at ensuring equal access to education for all migrants and refugees. This strategy includes compulsory language courses for children and adults, which are a key element of integration policy. For example, children

of migrants who do not speak German attend special preparatory classes where they intensively study the language before moving to regular schools [9, p. 80]. In addition, Germany pays considerable attention to multilingual education, which allows migrant children to preserve their cultural identity. Mother tongue support programs, such as additional courses or optional classes, contribute not only to successful integration, but also to the development of bilingualism, which is seen as an important resource in a globalized world. The German experience also demonstrates the importance of a systematic approach to training teachers who work in multicultural classrooms. Teachers undergo special trainings aimed at developing their skills in working with children from different cultural and linguistic backgrounds. This helps to minimize cultural barriers and create an inclusive educational environment.

#### **Canada: the role of NPOs in migrant integration**

In Canada, where migration policy has historically focused on attracting skilled professionals, non-profit organizations (NPOs) play a key role in the integration of migrants through education. Unlike Russia, where the activities of NPOs are restricted by the legislation on ‘foreign agents’ [14, p. 215], NPOs play a key role in the integration of migrants through education. [14, p. 215], in Canada such organizations are actively supported by the state and private foundations. Canadian NPOs provide a wide range of services, including language courses, professional training programs and psychological support. For example, organizations such as the Immigrant Services Society of British Columbia help migrants to adapt to a new educational and social environment, providing not only educational but also social services. A peculiarity of the Canadian approach is the emphasis on long-term integration, which includes not only educational but also economic aspects. Vocational training and employment programs implemented by NGOs allow migrants to integrate more quickly into the labour market, which contributes to their social stability and reduces the level of exclusion.

#### **Turkey: harnessing educational technology**

Turkey, which hosts the largest number of refugees in the world, demonstrates a unique approach to migrant integration through education based on the active use of digital technologies. According to the United Nations High Commissioner for Refugees (UNHCR), about 60% of Syrian refugees in Turkey use educational technology (EdTech) to learn Turkish and master the school curriculum [6]. Online platforms such as ‘EBA’ (Education Information Network) provide access to educational resources in Turkish and Arabic, which is especially important for children living in remote regions or temporary camps. These platforms not only help to overcome language barriers, but also ensure continuity of education even in unstable conditions. Unlike in Russia, where the digitalisation of educational processes for migrants is at an early stage, in Turkey EdTech has become an integral part of the integration strategy. This makes it possible to provide educational

services to a significant number of refugees who might otherwise be excluded from the educational system.

### **Comparative aspects**

A comparison of approaches to migrant integration through education in Russia, Germany, Canada and Turkey reveals several key differences. Firstly, in Germany and Canada, migrant integration is seen as part of a long-term social policy aimed at ensuring equal opportunities for all. In Russia, by contrast, the lack of a unified strategy leads to fragmented and localized integration initiatives.

Second, in Canada and Germany a significant role is given to non-profit organizations, which are actively involved in educational and social programmes for migrants. In Russia, the activities of NGOs are limited by legislative and financial barriers, which reduce their potential in addressing integration issues.

Thirdly, Turkey demonstrates successful experience in using digital technologies for refugee integration, which is far ahead of Russian practices. In Russia, despite the existence of individual projects, such as mobile applications for learning the Russian language, digitalization of educational processes for migrants remains at the initial stage.

Thus, international experience emphasizes the importance of a systemic approach to migrant integration through education, which includes not only language training but also social, cultural and economic support. These lessons can be useful for developing a more effective strategy in Russia to ensure equal access to education and successful integration of migrants and their children.

### **Discussion**

The Russian experience of migrant integration through education remains fragmented and largely dependent on localized initiatives, which distinguishes it from more systemic approaches implemented in countries such as Germany, Canada and Turkey. Despite the absence of a unified state strategy, individual projects implemented at the level of regions, schools and non-profit organizations show significant potential to address integration issues. However, their local nature and limited resources make it impossible to fully reach all those in need, which underscores the need to develop a comprehensive federal programme.

### **Specific examples of successful practices**

One of the brightest examples of successful integration is Moscow Education Centre No. 1650, where 50% of students are children of migrants [7, p. 65]. This centre has become a unique platform for studying integration processes, as programmes aimed at language and cultural adaptation are implemented here. Teachers and school administration actively work on creating an inclusive educational environment where migrant children can not only learn Russian, but also interact with local peers, which contributes to their socialisation.

In St. Petersburg, the project ‘Equally Different’ is being successfully implemented, which uses theatre techniques to adapt migrant children. This approach allows children to express their emotions and experiences, as well as to develop communication skills through creativity [13, p. 45]. The project also includes work with parents, which helps migrant families better understand the Russian educational system and actively participate in the educational process of their children.

#### **Data on forced migrants**

After 2022, more than 1.5 million children from Donbas and Ukraine arrived in Russia, which created new challenges for the educational system [2]. The integration of these children requires a separate analysis, taking into account the specifics of their cultural and linguistic background. Many of them face difficulties in adapting to the Russian school program, especially if they were previously taught in Ukrainian. In addition, the psychological trauma associated with forced displacement requires special attention from educators and psychologists.

#### **Political context**

Russia's sanctions and isolation have a significant impact on access to international educational resources. For example, the closure of the Coursera platform for Russian users has limited opportunities for online learning, which is especially important for migrants who often do not have access to traditional educational institutions [11, p. 50]. This creates additional barriers to their integration, as digital technologies could have become an important tool for learning Russian and mastering the school curriculum.

#### **The uniqueness of the Russian case**

The Russian approach to migrant integration through education has its own unique features. Unlike multi-lingual approaches used in EU countries, in Russia the key role is played by the Russian language as the main tool of integration [15, p. 40]. This reflects both historical and cultural peculiarities of the country, where the Russian language is not only a means of communication, but also an important element of national identity.

In regions such as Tatarstan, the integration of migrants takes place taking into account local specifics. Here they combine education in Russian and Tatar languages, which allows migrant children to better adapt to the local community [12, p. 90]. This approach demonstrates an alternative model of integration, which may be useful for other regions of Russia.

#### **Conclusion**

The Russian experience of migrant integration through education, despite its fragmented nature, demonstrates significant potential for development. Local initiatives such as language courses at schools, NGO projects and digital solutions can serve as a basis for developing a more systemic strategy. However, to achieve significant results, it is necessary to take into account both international experience and the unique features of the Russian context, including the role of the Russian language and regional specifics. Only a comprehensive approach that combines the efforts

of the state, educational institutions and civil society will ensure equal access to education and successful integration of migrants and their children [12, p. 100].

### Conclusions and recommendations

This study emphasises the need for a systematic approach to migrant integration through education in Russia. Despite the presence of local initiatives and successful practices, the lack of a unified state strategy and fragmented efforts limit the effectiveness of integration processes. Based on the analysis of Russian and international experience, the following recommendations can be formulated:

1. Introduction of mandatory language courses for migrant children and adults at the federal level

Language barriers remain one of the key obstacles to successful integration of migrants. The introduction of compulsory language courses for children and adults at the federal level would ensure equal access to education and reduce social exclusion. Such courses should be integrated into the school system and include not only Russian language instruction, but also elements of cultural adaptation. The experience of Germany, where language courses are a mandatory element of integration policy, demonstrates the effectiveness of such an approach.

2. Simplifying the procedure for the recognition of foreign educational documents

Administrative barriers related to the processing of documents significantly hinder migrants' access to educational services. Simplifying the procedure for recognizing foreign educational documents, including school certificates and diplomas, will reduce bureaucratic obstacles and facilitate the process of enrolling migrant children in Russian schools. This is especially important for IDPs, who are often unable to provide a full package of documents.

3. Supporting intercultural programs in schools, for example, following the model of 'laboratory schools' in Tatarstan

Cultural differences and stereotypes are a significant barrier to the integration of migrants. Supporting intercultural programs in schools, such as the 'laboratory schools' model implemented in Tatarstan, would create an inclusive educational environment where migrant children and local students can interact and learn from each other. Such programs should include not only educational but also cultural activities aimed at developing mutual understanding and respect for differences.

4. Development of digital educational technologies

Digitalization of educational processes can become an important tool for the integration of migrants, especially in conditions of limited access to traditional educational services. The development and introduction of online platforms and mobile applications for learning Russian, similar to those used in Turkey, will make it possible to reach a larger number of migrants and ensure continuity of education even in conditions of instability.

5. Support for non-profit organizations (NPOs)

The role of NPOs in the integration of migrants through education remains underdeveloped in Russia due to legislative and financial constraints. Support for NPOs, including the provision of grants and simplification of registration procedures, would increase their participation in educational and social programmes for migrants. The experience of Canada, where NPOs play a key role in the integration of migrants, demonstrates the effectiveness of such an approach.

#### 6. Consideration of regional specifics

Russia is a multinational country with diverse cultural and linguistic traditions. Taking into account regional specifics, as it is done in Tatarstan, where education in Russian and Tatar languages is combined, will make it possible to develop more flexible and effective models of integration.

The integration of migrants through education is a complex and multifaceted process that requires a systematic approach and consideration of both international experience and the specifics of the Russian context. The implementation of the proposed recommendations will not only ensure equal access to education for migrants and their children, but also contribute to their successful social and economic integration into Russian society. This, in turn, will contribute to strengthening social cohesion and reducing exclusion, which is an important condition for the sustainable development of the country.

The scientific novelty of this article lies in a comprehensive analysis of the role of education as an instrument of social integration of migrants and refugees in Russia in comparison with international experience. Unlike previous studies, which often focused on individual aspects of integration (linguistic, administrative or cultural), this paper offers a systemic approach that combines analyses of legislation, local practices and international experience. This allows us to identify both general patterns and unique features of the Russian context.

#### 1. A comprehensive analysis of barriers to integration

The article contributes to scholarship by exploring in detail the key barriers to migrants' integration through education in Russia: linguistic, administrative and cultural. Unlike previous works, which often limited themselves to describing problems, this study offers their systematisation and an analysis of the interrelationships between different types of barriers. This allows for a deeper understanding of the nature of migrants' social exclusion and the development of more effective strategies for overcoming it.

#### 2. Comparative analysis with international experience

The scientific novelty of the article also lies in the comparative analysis of the Russian experience with the practices of Germany, Canada and Turkey. This approach reveals both general trends and unique features of each country, which broadens the understanding of the role of education in the integration of migrants in different socio-political contexts. In particular, the article emphasises the importance of multi-lingual education in the EU, the role of NGOs in Canada

and the use of digital technologies in Turkey, which may be useful for developing recommendations for Russia.

### 3. focus on localised initiatives and their potential

This article contributes to the scholarship by focusing on localised initiatives in Russia, such as NGO projects, language courses at schools and digital solutions. These practices, although fragmented, show significant potential for scaling and can serve as a basis for the development of a federal integration strategy. In contrast to previous studies, which have often ignored localised experiences, this paper highlights their importance and suggests ways to integrate them into wider policy.

### 4. Addressing Contemporary Challenges

The paper also contributes to scholarship by considering contemporary challenges, such as the arrival of over 1.5 million children from Donbass and Ukraine after 2022, and the constraints of sanctions and Russia's isolation. This allows us to offer relevant recommendations that take into account the current political and social context.

### 5. Practical Significance

The scientific novelty of the article lies not only in the theoretical analysis, but also in its practical significance. The proposed recommendations, such as the introduction of compulsory language courses, simplification of the procedure for the recognition of foreign documents and support for intercultural programmes, can be used to develop a state strategy for the integration of migrants through education. This makes the article an important contribution not only to academic science, but also to the practice of education and migration policy.

Thus, the scientific novelty and contribution of the article lies in a comprehensive and systematic approach to analysing the integration of migrants through education, combining theoretical analysis with practical recommendations. The article expands the understanding of the role of education in countries with high levels of labour migration but weak institutional support for integration and suggests ways to address the current problems, which makes it a significant contribution to scientific knowledge and practice.

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DOI prefix

[10.56334/sei](https://doi.org/10.56334/sei)

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